

## Impact of Gender Sensitisation on Academic Performance of Girls in Delhi Government Schools

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### ABSTRACT

During last one decade the Govt of NCT of Delhi took several steps to sensitize the girls students studying in the schools being run by the Directorate of Education, GNCT of Delhi. This research paper is an attempt to examine the effectiveness of Gender Sensitisation Initiatives, taken by the government on the academic performance of girls studying in government schools of Delhi. Delhi has implemented several reforms aimed at creating inclusive and gender-responsive school environments. On the basis of the CBSE examination data (2022-2025), literacy statistics, enrolment trends, and secondary research findings, this study analyses whether gender sensitisation contributes to improved academic outcomes. The findings suggest that gender-inclusive practices have led girls students to a better and equitable status with higher participation, improved confidence levels, and better performance by girls in the Board examinations. While academic success is influenced by multiple factors, gender sensitisation emerges as a significant enabling factor in fostering equitable educational achievement.

**Keywords:** *Gender, Gender Sensitisation, Academic Performance*

The constitution has several provisions for ensuring equality for the girls at par with boys. Article 14, Article 15(1), 15(3), Article 16, Article 39(d) and Article 42 are full of the provisions for safeguarding the rights of women (girls). In spite of the constitutional mandate, in India, social norms have significantly restricted girls' access to quality education. However, Delhi has witnessed major educational reforms in recent years, particularly in government schools. Gender sensitisation programmes aim to challenge stereotypes, promote mutual respect, and create safe learning environments which influence the academic performance of girls in all the spheres of life with special emphasis on education. In Delhi there are various agencies governing the school education. These include:

- Directorate of Education, GNCT of Delhi
- Municipal corporation of Delhi
- New Delhi Municipal council
- Delhi Cantonment Board

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These school governing bodies are in addition to the schools being run by the central govt like KVS and JNV.

The present study pertains to the schools under the direct control of the delhi govt. i.e. run by the Directorate of Education, GNCT of Delhi. Even the Dte. Of Edn school there are various categories of schools like:

- Sarvodaya Vidyalayas
- Govt Girls Schools
- Govt Boys shools

### **Concept of Gender Sensitisation**

Gender sensitisation refers to the process of cracking down the stereotypes, raising awareness about gender equality, challenging discriminatory attitudes, and promoting respectful behaviour among students and teachers. In Delhi government schools, sensitisation efforts include special camps being organized for girls students, curriculum reforms, teacher training workshops, classroom discussions, and awareness campaigns. These initiatives aim to improve girls' participation, reduce harassment, and encourage equal opportunities.

## **METHODOLOGY**

This study uses secondary data analysis from CBSE (2022-2025) results, Delhi statistical reports, and the publications of the Directorate of Education, GNCT of Delhi. Comparative analysis of gender-wise performance percentages was conducted. Literature on gender sensitisation interventions was reviewed to understand behavioural and academic outcomes. Triangulation, involving peers, teachers and parents, was also done in specific behavioural improvement cases.

### **Analysis of Impact**

Improved academic outcomes among girls can be linked to multiple reforms, including better infrastructure, teacher accountability, and parental engagement. However, gender sensitisation plays a distinct role by addressing psychological and social barriers. When classrooms promote respect and equality, girls are more likely to ask questions, participate in leadership roles, and remain focused on their studies. Studies suggest that safe and inclusive environments correlate with reduced absenteeism and improved performance.

Furthermore, sensitisation programmes challenge stereotypes that associate certain subjects with boys. Encouraging girls to pursue mathematics, science, and leadership positions contributes to balanced academic development. Over time, such interventions enhance self-esteem, which directly affects academic achievement.

## **RESULT AND DISCUSSION**

Besides surge in enrolment of girls students in the govt schools, the academic performance has also improved considerably. The data indicates that girls in Delhi government schools outperform boys in both Class X and Class XII board examinations. The gender gap in favour of girls suggests improvements in participation, confidence, and academic engagement.

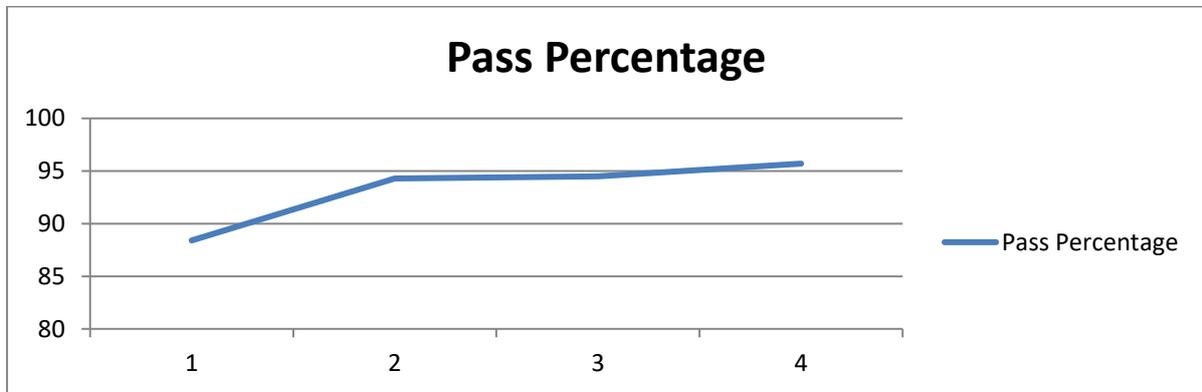
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The dropout rate of girls students has significantly reduced to 5.8% in the year 2024-25 as compared to 16% in the year 2017-18

### 1 Academic Performance in the CBSE Results

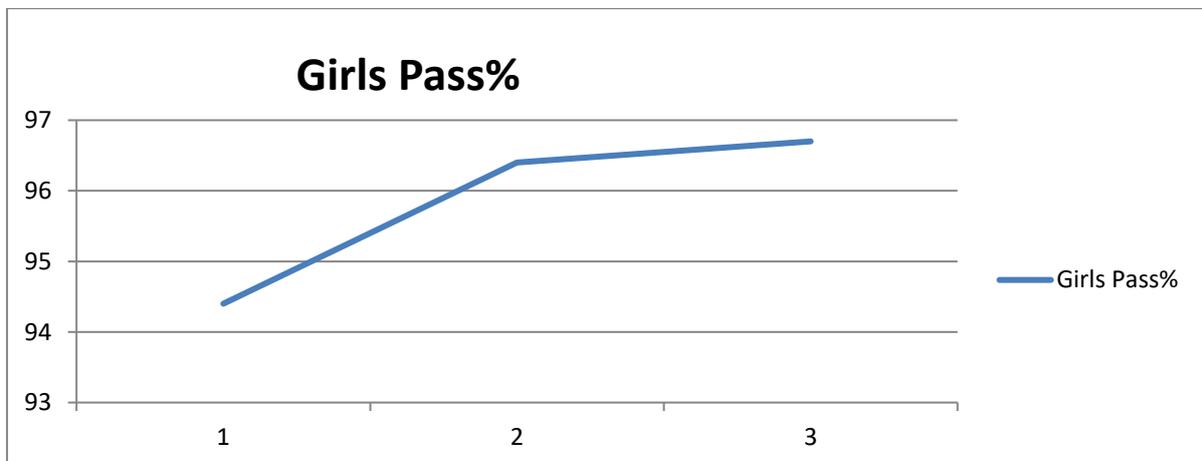
#### 1.1 Class X CBSE Results' Performance (2022-2025)

Year	Girls Pass%
2022	88.4
2023	94.3
2024	94.5
2025	95.7



#### 1.2 Class XII CBSE Results' Performance (2022-2025)

Year	Girls Pass%
2023	94.4
2024	96.4
2025	96.7

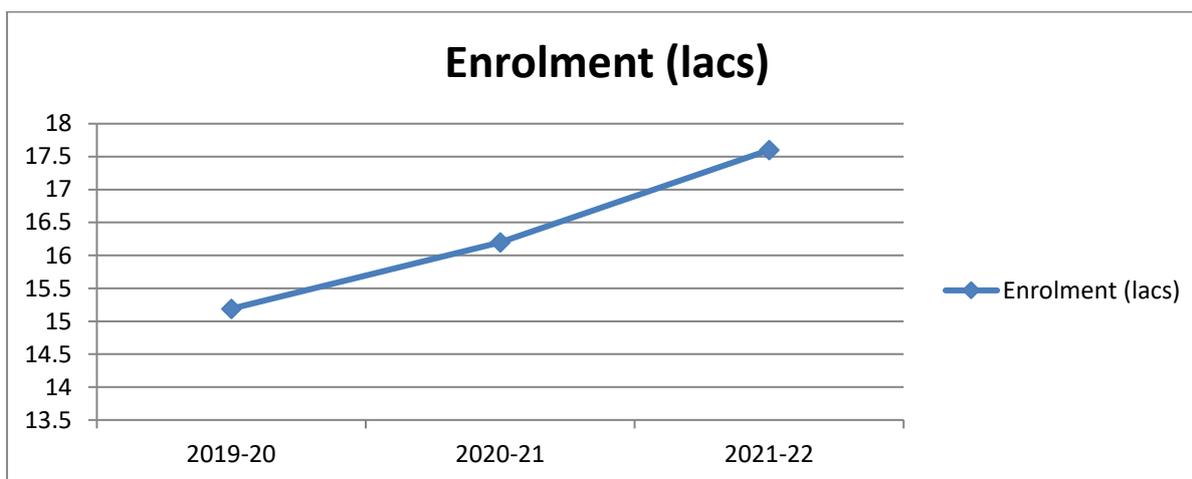


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### 2 Enrolment Status in Delhi Govt Schools

Data indicates a sustained increase in girls enrolment with GPI (Gender Parity Index) reaching 1.01 in the year 2021-22

Academic Session	Enrolment (lacs)
2019-20	15.19
2020-21	16.2
2021-22	17.6



The Analysis reveals that surge in enrolment can be attributed to better infrastructure and awareness programmes besides free education and other girls friendly initiatives by the Govt of NCT of Delhi in last few years.

### CHALLENGES AND LIMITATIONS

While girls' performance is strong, it is difficult to isolate gender sensitisation as the sole cause of academic improvement. Multiple reforms operate simultaneously in Delhi's education system. Additionally, long-term longitudinal data linking sensitisation directly to score improvement remains limited.

### CONCLUSION

Gender sensitisation in Delhi government schools has contributed to creating equitable and supportive learning environments. Girls' higher pass percentages in board examinations reflect enhanced engagement and confidence. Although academic performance depends on several factors, gender-sensitive educational reforms act as a catalyst for empowering girls. Continued policy focus, teacher training, and community involvement are essential for sustaining progress.

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### ***Conflict of Interest***

The author declared no conflict of interest.

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